



## Performance Level Descriptors for Spring 2008 Grade 11

	<b><u>Performance Level 1</u></b> A student at the advanced level	<b><u>Performance Level 2</u></b> A student at the proficient level	<b><u>Performance Level 3</u></b> A student who performed at the partially proficient level	<b><u>Performance Level 4</u></b> A student who performed at the not proficient level
<b>Reading</b>	Comprehended complex narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences, analyze, synthesize, and evaluate text consistent with high school expectations. With instructional support, the student should continue to excel.	Comprehended more challenging narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences, analyze, and synthesize text consistent with high school expectations. With instructional support, the student should maintain and improve proficiency.	Requires assistance to improve achievement. Comprehended uncomplicated narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences consistent with high school expectations.	Requires intensive intervention and support to improve achievement. The student did not demonstrate comprehension consistent with high school expectations.
<b>Writing</b>	Demonstrated clear and consistent understanding of the Michigan High School Content Expectations measured by the three portions of the writing test. With instructional support, the student should continue to excel in writing achievement and in demonstrating the process and conventions of writing.	Demonstrated understanding of the Michigan High School Content Expectations measured by the three portions of the writing test. With instructional support, the student should maintain writing achievement and knowledge about the process and conventions of writing.	Demonstrated some understanding of the Michigan High School Content Expectations measured by the three portions of the writing test. The student may require instructional support to gain knowledge about the process and conventions of writing and to improve writing achievement.	Demonstrated little understanding of the Michigan High School Content Expectations measured by the three portions of the writing test. The student may require intensive intervention and support to gain knowledge about the process and conventions of writing and to improve writing achievement.
<b>English language arts</b>	The ELA score is a combination of the student's reading and writing scores.			

	<b><u>Performance Level 1</u></b> A student at the advanced level	<b><u>Performance Level 2</u></b> A student at the proficient level	<b><u>Performance Level 3</u></b> A student who performed at the partially proficient level	<b><u>Performance Level 4</u></b> A student who performed at the not proficient level
<b>Mathematics</b>	Performed mathematical skills, understood concepts and solved complex, non-routine problems consistent with high school content expectations. With instructional support, the student should continue to excel.	Performed mathematical skills, understood concepts and solved problems consistent with high school content expectations. With instructional support, the student should maintain and improve proficiency.	Requires assistance to improve achievement. The student demonstrated only partial understanding of the mathematical skills and concepts needed to solve problems consistent with high school content expectations.	Requires intensive intervention and support to improve achievement. The student did not demonstrate mathematical skills and concepts consistent with high school content expectations.
<b>Science</b>	Can design, conduct, and critique investigations based on abstract questions; manipulate and adjust scientific variables; and have a thorough integrated knowledge of life, Earth, and physical science concepts. They are well positioned to continue their education and careers with strong basis in science, technology, critical thinking, and investigation skills. With instructional support, these students should continue to excel.	Can design and conduct scientific investigations based on questions, manipulate and adjust scientific variables, and have an integrated knowledge of life, Earth, and physical science concepts. They have an adequate basis in critical thinking and investigative skills applicable for daily life situations. With instructional support, these students should maintain and improve proficiency.	Requires assistance to improve achievement. These students have some ability to design scientific investigations based on questions and have partial knowledge of life, Earth, and physical science concepts.	Requires intensive intervention and support to improve achievement. These students have demonstrated minimal ability to design and conduct scientific investigations and have a very limited knowledge of life, Earth, and physical science concepts.

	<b><u>Performance Level 1</u></b> A student at the advanced level	<b><u>Performance Level 2</u></b> A student at the proficient level	<b><u>Performance Level 3</u></b> A student who performed at the partially proficient level	<b><u>Performance Level 4</u></b> A student who performed at the not proficient level
<b>Social Studies</b>	Analyzed, synthesized, and applied social studies information and concepts in a clear and organized manner. These students used key social studies knowledge and skills in their decisions as they become responsible citizens in a democratic society. The advanced student needs support to continue to excel. (see <a href="http://www.michigan.gov/socialstudies">www.michigan.gov/socialstudies</a> )	Analyzed and used social studies information and concepts. These students used key social studies knowledge and skills in their decisions as they become responsible citizens in a democratic society. The proficient student needs support to maintain and improve proficiency. (see <a href="http://www.michigan.gov/socialstudies">www.michigan.gov/socialstudies</a> )	The partially proficient student needs assistance to improve achievement. The student displayed an incomplete body of knowledge about social studies information and concepts. These students faced difficulty in using key social studies knowledge and skills in their decisions as they become responsible citizens in a democratic society. (see <a href="http://www.michigan.gov/socialstudies">www.michigan.gov/socialstudies</a> )	The student who is not proficient needs intensive support to improve achievement. The student had difficulty in recalling, understanding, and using social studies information and concepts. These students could state their opinions on issues of public policy, but faced difficulty in supporting their positions with data or core democratic values. (see <a href="http://www.michigan.gov/socialstudies">www.michigan.gov/socialstudies</a> )